**ESSER 3.0 Public Plan for Remaining Funds**  
Addendum Guidance

2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023.Each time, LEAsmust seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library **(March 1 and Sept. 15).** The LEA must also post the addendum to the LEA’s website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

* On the summary page, the amounts should total the carryover amount for FY24 for each relief fund: ESSER 2.0 and ESSER 3.0.
* The LEA must respond to all questions in the document.
* The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
* The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
* LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
* The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
* Ensure the stakeholder engagement happened prior to the development/revision of the plan.
* Plans require local board approval and public posting.
* LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
* The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

**ESSER 3.0 Public Plan for Remaining Funds**

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

## General Information

LEA Name: Grundy County Schools

Director of Schools (Name): Dr. Donald Durley

ESSER Director (Name): Beth Thomas

Address: 1376 Main Street Altamont, TN 37301

Phone #:931-692-3467 District Website: www.grundycoschools.com

Addendum Date: September 13, 2023

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| Total Student Enrollment: | 1742 |
| Grades Served: | PreK-12 |
| Number of Schools: | 5 |

## Funding

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| ESSER 2.0 Remaining Funds: | $127,955.63 |
| ESSER 3.0 Remaining Funds: | $3,737,384.38 |
| **Total Remaining Funds:** | $3,865,340.01 |

## Budget Summary

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| --- | --- | --- | --- |
|  |  | **ESSER 2.0 Remaining Funds** | **ESSER 3.0 Remaining Funds** |
| Academics | Tutoring | 0 | $204,800.00 |
| Summer Programming | 0 | 0 |
| Early Reading | 0 | 0 |
| Interventionists | 0 | 0 |
| Other | $11,249.99 | $408,961.74 |
| Sub-Total | $11,249.99 | $613,761.74 |
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| Student Readiness | AP and Dual Credit/ Enrollment Courses | 0 | 0 |
| High School Innovation | 0 | 0 |
| Academic Advising | 0 | 0 |
| Special Populations | 0 | 0 |
| Mental Health | 0 | 0 |
| Other | 0 | 0 |
| Sub-Total | 0 | 0 |
|  |  | 0 |  |
| Educators | Strategic Teacher Retention | 0 | 0 |
| Grow Your Own | 0 | 0 |
| Class Size Reduction | 0 | 0 |
| Other | $8711.23 | 0 |
| Sub-Total | $8711.23 | 0 |
|  |  |  |  |
| Foundations | Technology | 0 | 0 |
| High-Speed Internet | 0 | 0 |
| Academic Space (facilities) | $101,068.92 | $3,091,327,.64 |
| Auditing and Reporting | 0 | 0 |
| Other | $6,925.49 | $32,295.00 |
| Sub-Total | $107,994.41 | $3,123,622.64 |
|  |  |  |  |
| **Total** | | **$127,955.63** | **$3,737,384.38** |

## Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district’s needs assessment.

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| Low ratio tutoring will be offered to the students who are not performing on grade level on TCAP. |

1. Describe initiatives included in the “other” category.

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| ESSER 2 - The other category consists of ACT Prep materials for high school students to help students prepare for the ACT and to close learning gaps from Covid – 19. Easy CBM Benchmark testing to see what interventions students will need to curb learning loss and RTI materials to effectively teach the intervention classes.  ESSER 3 - The Accelerated Reading Program will be used to monitor individual reading progress.  High quality Math, Science, and English textbooks will be provided to elementary and high school students for use by teachers to improve mastery at grade level standards.  Odysseyware offers innovative instructional materials and curriculum to give students the opportunity for credit recovery. CASE testing is used for a standards aligned benchmark to help teachers assess mastery at grade level standards. |

## Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment.

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| N/A |

1. Describe initiatives included in the “other” category.

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| N/A |

## Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment.

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| N/A |

1. Describe initiatives included in the “other” category.

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| ESSER 2 – These monies were spent providing Professional Development to employees. This Professional Development consisted of analyzing district and school data, finding areas where learning loss was prevalent and developing plans to close the gaps. |

## Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

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| ESSER 2- New Fencing was purchased so visitors to the school could be better screened for signs of Covid -19. New doors were purchased to prevent moisture from entering the building and lessening the air quality.  ESSER 3- New roofs and HVAC units will be purchased to maintain air quality in the schools. |

1. Describe initiatives included in the “other” category.

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| ESSER 2 – These monies will be spent on a health software for the school nurses that will allow them to record and track student health data.  ESSER 3 - Salaries will be paid for staff for reporting and monitoring of ESSER funds. |

## Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

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| The Federal Programs Supervisor/ESSER Director completed the budget for ESSER.  All spending from ESSER funding is processed through the office of the Federal Programs Supervisor. Spreadsheets and budget worksheets are used by the Federal Programs Director and Assistant to organize the budget and spending for ESSER funding.  At the end of each month, the budget for all ESSER money is reconciled with the spending reports for ESSER 1, 2, and 3.  The office of the Federal Programs Supervisor keeps records of all ESSER related spending from purchase request through delivery and reimbursement. |

1. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0** **allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

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| Grundy County was able to offer in-person learning for a large portion of the 19/20 school-year. However, we still have areas where learning loss is affecting our students. To assess the areas where learning loss is affecting students, we have used our universal screener data, standards aligned benchmark data, TCAP data, and attendance data. Our data from our universal screeners show areas that intervention was not as successful because of a lack of coverage for intervention classes. Our overall achievement data from both last year's TCAP and the current year's benchmarks show us that our achievement percentages are low in subjects, grades, and schools throughout the district.  To address some of these gaps in achievement, we began high-dosage tutoring in January of 2022.  been negatively impacted by learning loss. GCS has addressed learning loss with ESSER 3 by enhancing instruction at GCHS with interactive panels, purchasing reading and math intervention materials. A credit recovery program and the addition of graphing calculators to GCHS to help in the ability of high school students to take benchmark tests to assess learning loss. We have used our universal screener data, standards aligned benchmark data, TCAP data, and attendance data. |

## Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

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| Grundy County Schools holds informational meetings for the public at each of the six elementary schools. The purpose of these meetings was to communicate information concerning the use of The Elementary and Secondary School Emergency Relief Funding (ESSER) and to give the public an opportunity to give feedback and suggestions on the plans for these funds. |

1. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

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| Updated information regarding the progress toward achieving the needs of the district as determined by stakeholder feedback was communicated to community members and parents during parent teacher conferences. Parents and other stakeholders were asked to complete an additional survey to communicate any needs that they feel need to be addressed with ESSER funding.  The results of these surveys and community feedback will be used to inform any revisions made to the Grundy County ESSER plan.  Stakeholders are given multiple opportunities to respond to surveys and lack of engagement has not been a problem up to this point. |

1. Describe how the LEA engaged a representation of a diverse population of stakeholders.

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| The LEA reached out to community partners which included: Ben Lomand, SVEC, SCCF, Sewanee University, the county commissioners, Grundy Safe Community Coalition, and Mayor Brady. Exceptional Education Supervisor, Attendance Supervisor, Transportation Supervisor, Food Services Supervisor, and Maintenance Supervisor handled communication with community partners. |

1. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

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| In planning for the meetings, a survey was developed by instructional supervisors in order to collect feedback from the public. Suggestions for the survey were gathered from all Central Office supervisors. The surveys were available to be filled out at the school meetings on paper and electronically. In addition, Grundy County Schools sent the survey to teachers via email and used the all call system to send the survey out to parents. A PowerPoint presentation was created by the CTE director and the Federal Programs Supervisor to be used at each of the informational meetings held at the schools. The PowerPoint gave specific details about ESSER funds and the state requirements for the funds. The presentation also contained general ideas about the planning process that was used to determine how the ESSER funds will be used. Communication about the informational meetings was published in the Grundy County Herald, on the Grundy County Schools Facebook page, on GCTV, and via all call. |